EXHIBIT 3

GEORGIA
DEPARTMENT OF
EDUCATION

Kathy Cox, State Superintendent of Schools

Office of Technology Services

Instructional Technology

DATE: May 30, 2008

Mr. Gene S. Herndon
249 Blackshear Highway
Baxley, GA 31513

Dear **Mr. Herndon:**

Thank you for submitting your system-level technology plan to the Georgia Department of Education. The **Appling County School District** technology plan meets all the required criteria posted at (http://www.doe.k12.ga.us/_documents/technology/state/tech_planning_rubric.pdf) and is **approved from July 1, 2008 through June 30, 2011.** Keep this official approval with your records for audit purposes of the following programs:

- E-Rate discounts – Federal program
- Enhancing Education through Technology (EdTech) Grants – Federal ESEA, Title II-D.

Sincerely,

Ann Ware, Associate Superintendent of Instructional Technology
Georgia Department of Education
Instructional Technology
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PK: CJ

CC: **Monica Lanier**
First District RESA

Appling County School System
Baxley, Georgia

Three-Year Technology Plan
July 1, 2008 – June 30, 2011
Submitted to ETTC and the State DOE for approval – May 2008

Superintendent
Mr. Gene S. Herndon

Chief of Operations
Winton Herrin
912-367-8600
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First District RESA ETTC
Monica Lanier
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I. Vision for Technology Use

Compose an overall mission and/or vision which describes the steps the LEA is taking to ensure all students/teachers have increased access to technology. Include a list of specific vision statements for system educational improvement over a three year period.

Vision and Mission Statement

Appling County Schools will be a system of excellence for all learners. We are committed to providing a quality education that promotes maximum individual achievement and social responsibility.

The Appling County School System's primary mission is to promote the incorporation of 21st century technology to create life-long learners in an evolving technological environment. As educators, we will enhance student achievement through varied and valid technological devices and differentiated instructional methods. Working as a collaborative learning environment, we facilitate student, educator, parent and community growth with respect to critical literacy, real-world problem solving, and technology.

As a school system we believe that well maintained facilities and equipment and the use of appropriate technology enhance the learning environment. We seek to:

- Increase centralized high-speed access as well as provide redundant and safe access to technological resources that empower all stake-holders (students, teachers, administrators, school board members, parents and community).
- Provide continuous upgrade of all technical access equipment (hardware and software) and provide effective data backup to include e-mail archiving.
- Increase effective instructional uses of technology in order to incorporate 21st century technology and thinking skills, differentiate instruction, maximize student achievement, and develop authentic assessments.
- Increase effective administrative uses of technology in order to monitor student achievement and reduce paperwork.
- Increase educator's technology proficiency through professional development opportunities.
- Provide equitable access and assistive technologies for students with special needs and/or disadvantaged subgroups.
- Equip all classrooms and Media Centers with 21st century equipment and resources.
- Create baseline standards for classroom technology and initiate system wide purchasing policies.
- Provide high-performance web-based software to maximize student achievement through individualized learning activities that provide immediate feedback.
- Provide high-performance web-based software to allow teachers to continuously monitor student progress and success.
- Provide high-performance web-based software to teachers and administrative personnel to allow easy data collection and distribution.

- Provide current web-based programs to inform stakeholders of overall student requirements, performance and achievement (such as Parent Connect, Integrade Pro, Renaissance Place Home Connect, etc...).
- Increase high-quality system support in order to realize effective technology use.
- Provide for continuous evaluation of student and teacher technology literacy skills.
- Provide multimedia material including streaming video and video conferencing to all classrooms via central distribution.
- Provide advanced communication systems as well as emergency response communication systems.

Instructional, administrative, and parent/community uses of technology in the Appling County School System will support students' achievement of the Georgia Performance Standards, and create a foundation that will support learners as skillful consumers and producers of information for life. As technology becomes a basic tool of classroom teachers, faculty, and administrators in the years ahead, seamlessly integrated into every school day on a sustained, systematic basis, technology will pervade all aspects of learning and teaching. Technology will be used by schools to strengthen parent and community relationships. This use of technology will help to create a strong partnership that closes the gap between school and home and encourages community involvement.

II. Current Reality
Identify your data sources. What data does your technology inventory survey tell you? Compose a narrative analyzing the gap in access to technology across the district. Address the following groups—instructional, administrative, parent/community, system readiness/system support—personnel/resources.

Data Sources

Appling County School System uses varied data sources to collect relevant information to develop decisions regarding technology. They are as follows:

- Hardware surveys
- Software surveys
- Professional development needs assessment surveys
- Annual technology budget
- Gap analysis to determine equitable distribution of technology resources
- Annual State Technology Inventory
- Bandwidth analysis to determine appropriate use for bandwidth
- Annual Technology Literacy Assessment for student evaluation
- Tiers of Technology Integration Tool
- District-wide usage reports of purchased software tools
  - Renaissance Place
  - Classworks
  - Compass Learning
  - InfoCentre
  - Student Resource Center

Annual District Technology Inventory Survey

District Summary of School Information

* District

Appling County

Does the Central Office have a high-speed internet connection?

Yes

District Website (URL)

http://www.appling.k12.ga.us/

Student Population

(The following Student Population represents the total number of Full-time Equivalent students pulled from the FTE count 1)

3519

Number of Schools with high-speed internet access

6

* Are all schools' inventory surveys for this district approved?

This is a read only field. This question is completed automatically when all the schools within the District have their inventory surveys approved.

YES

Central Office Connectivity

* Type of connection between central office and district demark or type of direct, high-speed internet connection: Check all that apply	If you chose Other for Type of Connection, please specify below.
• Other	6 - T1 Carrier Lines

* **Speed of connection between central office and district demark or speed of direct, high-speed internet connection:**
Examples: 10 Mbps, 256 Kbps, etc.

9 Mbps

If you chose Other for Type of LAN technology, please specify below.

If you chose Other for Speed of Central Office LAN, please specify below.

* **What type of LAN topologies are implemented in the district office?**
Check all that apply

- Ethernet
- Wireless

* **Which best describes the speed of the central office LAN?**
Choose one

1 gb

* **Email Services in our school system are**
Choose best option

Provided using school system email servers and managed by school system personnel.

District Connectivity

* **Type of connection between district demark and schools within the school system?**

- Land Line - Fiber
- Other

* **Speed of connection between district demark and schools within the school system?**

1 Gbps

* **What type of WAN topologies are implemented in the school district to interconnect schools?**

- Ethernet

* **Which best describes the speed of the district WAN?**

1 gb

If you chose Other for Type of Connection, please specify the type below.

2 - T1 Carrier Lines

If Wireless, what wireless technologies are implemented?

- 802.11g

If you chose Other for Network Protocol, please specify below.

If you chose Other for WAN Speed, please specify speed below.

Internet Services

* **Email Services in our school system are**
Choose best option

Provided using school system email servers and managed by school system personnel.

* **Web Services in our school**
Choose best option

Provided using school system web servers and managed by school system personnel.

* **What firewall software does your school system use at the district demark?**

Sonicwall 3060

If you chose Other for Network Protocol, please specify below.

If you chose Other for Network Software, please specify below.

* **What email software does your school system use?**

Novell Groupwise 6.5

* **What web server software does your school system use?**

Microsoft Windows 2003

* **What network protocols are used in the school system?**
Check all that apply

- TCP/IP

* **What network software is used in the school system?**
Check all that apply

- Microsoft Networking
- Novell

* **Does the school system use NAT addressing?**

Yes

Classroom Information

Please provide the following information. For information on any of the terminology and descriptions/definitions on the different types of computers referred to below, please refer to the glossary.

Total of Regular Classrooms

194

Total of Vocational Education Classrooms

14

Total of Special Education Classrooms

28

Total number of All Classrooms
(Regular Classrooms + Vocational Education Classrooms + Special Education Classrooms - calculated - display only)

236

Number of classrooms with 10+ high-speed Internet connected Modern Computers.
(Can't exceed the total number of Classrooms calculated in section one)

17

Percentage of Classrooms with 10+ high-speed Internet access.
(The number of Classrooms with 10+ high-speed internet access divided by the Total Classrooms - calculated - display only)

7

Number of Classrooms with 6-9 high-speed Internet connected Modern Computers.
(Can't exceed the total number of Classrooms calculated in section one)

3

Percentage of Classrooms with 6-9 high-speed Internet access.
(The Percentage of Classrooms with 6-9 high-speed Internet access divided by the Total Classrooms -calculated - display only)

1

Number of Classrooms with 3-5 High-speed Internet connected Modern Computers.
(Can't exceed the total number of Classrooms calculated in section one)

90

Percentage of Classrooms with 3-5 high-speed Internet access.
(The Percentage of Classrooms with 3-5 high-speed Internet access divided by the Total Classrooms -calculated - display only)

38

Number of Classrooms with 1-2 High-speed Internet connected Modern Computers.
(Can't exceed the total number of Classrooms calculated in section one)

126

Percentage of Classrooms with 1-2 high-speed Internet connected Modern Computers.

(The Percentage of Classrooms with 1-2 high-speed Internet access divided by the Total Classrooms -calculated - display only)

53

Number of high-speed Internet connected Classrooms that do not have Modern Computers.

(This number plus the TOTAL number of Classrooms with high-speed internet access must equal the Total number of All Classrooms)

0

Percentage of high-speed Internet connected Classrooms that do not have Modern Computers.

(The Percentage of Classrooms having no high-speed internet access divided by the Total Classrooms -calculated - display only)

0

Total number of high-speed internet connected Classrooms with 1 or more Modern Computers.

(This number plus the Number of Classrooms that do NOT have high-speed internet access must equal the Total number of All Classrooms)

236

TOTAL Percentage of Classrooms with high-speed internet access

100

Regular Classrooms

	PC - Connected to Internet	PC - NOT Connected to Internet	MAC - Connected to Internet	MAC - NOT Connected to Internet
Desktops	427		182	
Laptops	0			
Servers				
Total	427		182	

Vocational Education Classrooms/Labs

	PC - Connected to Internet	PC - NOT Connected to Internet	MAC - Connected to Internet	MAC - NOT Connected to Internet
Desktops	193	16	21	
Laptops				
Servers				
Total	193	16	21	

Special Education Classrooms/Labs

	PC - Connected to Internet	PC - NOT Connected to Internet	MAC - Connected to Internet	MAC - NOT Connected to Internet
Desktops	111		22	
Laptops	5			
Servers				
Total	116		22	

All-school Mobile Labs

	PC - Connected to Internet	PC - NOT Connected to Internet	MAC - Connected to Internet	MAC - NOT Connected to Internet
Desktops				
Laptops				
Servers				
Total	0			

All-School Stationary Labs

	PC - Connected to Internet	PC - NOT Connected to Internet	MAC - Connected to Internet	MAC - NOT Connected to Internet
Desktops	285		1	
Laptops				

	PC - Connected to Internet	PC - NOT Connected to Internet	MAC- Connected to Internet	MAC - NOT Connected to Internet
Servers				
Total	285	0	1	

Media Centers

	PC - Connected to Internet	PC - NOT Connected to Internet	MAC- Connected to Internet	MAC - NOT Connected to Internet
Desktops	60		13	
Laptops	5			2
Servers	19			
Total	84		13	2

Other Locations

	PC - Connected to Internet	PC - NOT Connected to Internet	MAC - Connected to Internet	MAC - NOT Connected to Internet
Desktops	32			
Laptops	2			
Servers	2			
Total	36	0		

TOTALS and Ratio - Connected to Internet

(All totals and ratios are calculated amounts and cannot be updated. They are display only fields for reporting purposes)

Total Macintosh Desktops	**Total PC Desktops**
239	1108
Total Macintosh Laptops	**Total PC Laptops**
	12
Total Macintosh Servers	**Total PC Servers**
	21
TOTAL Desktops	**TOTAL**

		Laptops
1347		12
TOTAL servers		**TOTAL excluding Servers**
21		1359

Students per Modern Instructional Computers Connected to Internet

(Number of students per computer will be calculated from the number of FTE Student Population/Total Number of computers, Desktops and Laptops only, connected to Internet)

2.5894

TOTALS and Ratio - NOT Connected to Internet

(All totals and ratios are calculated amounts and cannot be updated. They are display only fields for reporting purposes)

Total Macintosh Desktops	**Total PC Desktops**
	16
Total Macintosh Laptops	**Total PC Laptops**
2	
Total Macintosh Servers	**Total PC Servers**
TOTAL Desktops	**TOTAL Laptops**
16	2
TOTAL Servers	**TOTAL excluding servers**
	18

Students per Modern Instructional Computers NOT Connected to Internet

(Number of students per computer will be calculated from the number of FTE Student Population/Total Number of computers, Desktops and Laptops only, NOT connected to Internet)

195.5

Workstation Operating Systems on Modern Computers

Total number of computers must equal PC & MAC connected to Internet and not excluding servers.

Number of PCs - Windows XP or newer	Number of MACs - Mac System 10.x
1075	22
Number of PCs - Windows 2000	Number of MACs - Mac System 9.x or older
	217
Number of PCs - Windows 98	Number of Linux (any version)
45	
Number of PCs - Windows 95 (or older)	

Operating Systems on Servers

Total number of computers must equal PC & MAC connected to Internet and not excluding servers. (Indicate the number of servers with the OS installed for each of the following server operating systems that are in use within your school)

Number of Windows 2008 Servers	Number of Novell/SUSE Linux 10 (or later) Servers
Number of Windows 2003 R2 Servers	Number of Novell Netware Version 6.x Servers
	18
Number of Windows 2003 Servers	Number of Novell Netware Version prior to Version 6 Servers
3	
Number of Windows 2000 Servers	Number of Linux (any version) Servers
Number of Windows NT 4.x and previous Servers	Number of Other Servers

Modern Administrative Computers

	PC - with High-speed Internet Access	PC - without High-speed Internet Access	MAC - with High-speed Internet Access	MAC - without High-speed Internet Access
Desktops	74		1	
Laptops	5			
Servers	2			
Total	81		1	

Other Types of Connectivity

Number of Classrooms connected to PeachStar video distribution.
(Number must be less than or equal to the total number of classrooms reported in section one.)

228

Peripheral Equipment

	Instructional	Administrative
Assistive Devices	15	0
Audio Recording Devices	25	4
Camcorders/Movie Cameras	9	0
CD Players/Recorders	87	0
Data/Video Projectors	245	0
Digital Cameras	36	0
Digital Video Cameras	9	0
Direct-connect Printers	168	24
DVD Players/Recorders	121	0
Graphing Calculators	177	0
Interactive Whiteboards	237	0
MP3 Players	0	0

Networked Printers	68	8
PDA's	0	4
Scanners	27	2
Science Probeware	5	0
Student Response Devices	293	0
Tablets	100	0
Televisions	209	5
Video Microscopes	10	0
Word Processing (Alphasmarts, etc.)	24	0

Wireless Access Points

How many wireless access points are deployed throughout the school?

0

Number of mobile wireless labs?

0

8th Grade Technology Literacy

How many 8th graders does your system have?
This number is automatically pulled from FTE-count 3 and is display only.

244

How many students were assessed on 8th grade technology literacy skills?
(The number of students assessed cannot exceed the total number of 8th graders at the school)

0

How many students achieved mastery/competency on 8th grade technology literacy skills?
(The number of students achieved cannot exceed the total number of 8th graders assessed OR the total number of 8th graders at the school)

0

School Status

School Code	School Name	Status	Last modified by
601-1050	Altamaha Elementary School	Approved	Winton Herrin (wherrin@appling.k12.ga.us)
601-0177	Appling County Elementary School	Approved	Winton Herrin (wherrin@appling.k12.ga.us)
601-0103	Appling County High School	Approved	Winton Herrin (wherrin@appling.k12.ga.us)
601-0195	Appling County Middle School	Approved	Winton Herrin (wherrin@appling.k12.ga.us)
601-0277	Appling County Primary School	Approved	Winton Herrin (wherrin@appling.k12.ga.us)
601-0109	Baxley Wilderness Institute	Approved	Winton Herrin (wherrin@appling.k12.ga.us)
601-5050	Fourth District Elementary School	Approved	Winton Herrin (wherrin@appling.k12.ga.us)

Instructional Technology Use

All Schools

All Appling County Schools are networked with fiber connectivity for schools within the city limits and multiple T1 connectivity for outlying schools. Network drops are readily available in all areas at each school facility with a minimum of six drops in each classroom. Internet access is provided along with data and video capabilities through the system's wide area network. The school system's network is maintained by two full-time locally employed technology specialists and one vendor-provided network engineer as well as additional vendor-supplied network engineers as needed. The school system employs a network-based work order system to ensure network, hardware, and software issues are resolved in a timely manner.

All academic classrooms in Appling County Schools contain a minimum of two modern computers consisting of one teacher workstation and one student computer. Some resource classrooms contain mini-labs consisting of less than ten computers. All classrooms and computer labs contain ActivBoards, LCD projectors, access to school-

wide video distribution, and limited access to student response systems, slates, and visual presenters. All computer labs contain a network color laser printer.

All schools have access to the following technology resources:

InfoCentre (Media Center resources)	Galileo
United Streaming	Online Assessment System (OAS)
BrainPop	Microsoft Office Suite
Inspiration	FrontPage
Rosetta Stone	Various CD Rom programs
Textbook Supplemental Software	

Elementary Schools

Each elementary school has the following technology resources:
Altamaha Elementary School has two computer labs; Appling County Elementary School has two computer labs, one with a full-time instructor; Fourth District Elementary School has one computer lab; and Appling County Primary School has one computer lab with a full-time paraprofessional.

Available software programs include but are not limited to:

Renaissance Place (AR and STAR)	Classworks
Compass Odyssey	BookFlix
Type To Learn	Harcourt Reading and Mega Math
Mighty Books	Timeliner
One More Story	CUBS (Benchmark System)

Middle School

Appling County Middle School has four stationary labs including one for keyboarding and other technological skills, two for CRCT practice and other skills that reinforce learning concepts, and one for AgTech. Teachers and students at the school have access to a host of desktop publishing and productivity software including available devices such as digital cameras, scanners, projectors, and slates.

Available software programs include but are not limited to:

InteGrade Pro	ClassWorks
Renaissance Place	Study Island
BookFlix	Typing Tutor II
NetOp (Computer Lab Management)	

High School

The high school has the following technology resources:
All high school students and staff have the opportunity to access technology resources in the classrooms, computer labs, and media center. The high school has three computer labs in the business education department, two general labs, one migrant education lab, one NovaNet lab, and one media center lab. Several classrooms have mini-labs consisting of five to ten computers. The graphic arts classroom has twenty-

one computers and the technology classroom has eighteen computers. All classrooms are equipped with ActivBoards, ceiling mounted LCD projectors, and DVD/video players.

Available software programs include but are not limited to:

Automate Accounting 8.0	Microtype Pro
Keyboarding Century 21	Java
Dr. Java	ALICE
Nova Net	Autocad
Links to Learning	Mental Edge
Student Resource Center	InteGrade Pro
NetOp	

Administrative Technology Use

Administrative applications are installed and supported at the school and district level. These applications are available to all schools and include student information management, food services, personnel information, employee attendance and applications, professional development application, computerized maintenance management system, computerized inventory technology software, district finances, and purchasing.

Administrators have access to the same high speed data connection that is available to instructional staff. E-mail accounts are provided to all school personnel to promote ongoing dialogue between all stakeholders.

Special Education teachers and administrators use a web-based management program called SEMS to manage student data of special education students and to create required documentation such as parent contact letters, notifications of parental rights, and Individual Education Plans.

Available software programs include but are not limited to:

SASI/ClassXP (Student Data System)	XM Request (Maintenance Management)
Proscenium (School Level Accounting)	SEMS (Special Ed. Management Software)
PC Genesis (System Level Accounting)	ABC Sign Up (Professional Development Management System)
ASCID (Inventory Database)	Leave Master
NutriKids (Food Service Management)	ITrak (Bus GPS software)

Parent/Community Uses of Technology

Appling County Schools communicate effectively between schools, staff, parents and community members by utilizing e-mail, websites, and newsletters. Parent Connect facilitates constant monitoring of student attendance, demographic information and

grade book files by parents and guardians through use of a secure login and password. Documentation is provided in Spanish to parents and guardians with limited English proficiency. The school system has a Parent Resource Center which provides a wide range of technology resources to parents and community members. A Migrant Education lab is available at the High School to allow .... A Crisis Communication System is in place system-wide to inform staff and parents of any unusual events or emergencies. A computerized/telephony parent notification system is utilized at the high school to inform parents of student absences, special events, and other academic related concerns.

Gap Analysis

Instructional Gap Analysis

Classrooms meeting the baseline standard for a 21st Century classroom have the following components: three to five modern computers (laptops or desktops); a data projector (ceiling-mounted or cart-mounted) with at least 1600 Lumens and all necessary cabling to connect to instructional devices; an interactive whiteboard (wall-mounted or hand-held) with accompanying software; and visual presenters and/or student response systems.

Data collected in November 2007 outlined the current reality of instruction at each school relative to the ideal of the 21st Century Classroom. Classrooms meeting this ideal will include a mini-lab, data projector, interactive whiteboard, and a visual presenter. There were highlights in our classrooms with 100% containing both a mounted or portable data projector and an interactive white board. Unfortunately, only 38% of classrooms had three to five modern computers while only 10% had access to a visual presenter or a student response system. To equalize access in academic classrooms, funding of over $1,200,000.00 must be allocated to achieve parity with the vocational, self-contained special education and special programs classrooms that currently have adequate technology access.

Another issue is lack of training. Currently, most of the teacher training is provided through First District RESA ETTC or vendors via a train-the-trainer model with media specialists redelivering training content. A minimum of two Instructional technology support specialists are needed, one at the elementary level and one at the middle/high school level, in order to fully utilize programs and procedures to maximize student achievement.

Another instructional area requiring special attention is that of students with special needs. Students with IEPs (Individual Education Plan) must be provided with appropriate assistive technology and sufficient support while using the equipment. The county currently employs a teacher who is responsible for special needs equipment and technology for special needs students. (Mandy Harper)

The system currently has two in-house technology support specialists, as well as a vendor-supplied technology support engineer. However, this is not sufficient to meet

the demands of the entire system in a timely manner. Appling County School System needs a dedicated technology support specialist at every school.

Administrative Gap Analysis

Most administrative offices of the schools contain a modern computer, but there are still some offices that run on outdated systems. Equitable distribution of modern computers needs to be realized.

Though all schools connect to the Internet via a centralized high-speed access point, the schools share a limited amount of bandwidth which is currently operating at maximum capacity. Bandwidth must be increased.

Most administrative software packages have been in use by the system for quite some time. However, the software that manages professional learning units and training opportunities is new and still needs more data entry in order to have all the current information for the instructional staff. While most central office administrative departments utilize some sort of software to manage information at the school level many applications still require paper-pencil management (professional development forms, requisitions, etc.). Improvement of communication and feedback between the county office and individual schools concerning purchasing and completion of purchase orders is needed.

Additionally before implementation of any technology use, the technology director and system technology committee need to be informed to ensure proper coordination of hardware and software to prevent unexpected complications.

Parent and Community Gap Analysis

Although problems with parent portals such as Parent Connect and district/school websites are not significant barriers to communication, these are targeted areas of improvement. Currently, the system and school websites offer information such as school news, school calendars, special events, and resource links. However, due to lack of training, time constraints, and ease-of-use issues, very few teachers have created their own classroom websites. More emphasis should be placed on teacher-created websites in the future. Parent training through the Parent Resource Center will also be an area of emphasis.

Due to overnight uploads and backups of data, at times there is limited access to e-mail and other software applications. This will be addressed through future equipment upgrades.

Even though the public library and the Parent Resource Center provide Internet access with links and information exclusively for parents, students, and community members, there continues to be a lack of home Internet access particularly for ELL, Migrant, and lower socioeconomic groups. Language remains a barrier for certain subgroups as the majority of Internet provided information is in English. Affordable high-speed Internet service is unavailable in many areas of the county requiring communication through standard mail, local newspaper, and telephone. The school system needs to encourage local service providers to provide affordable and equitable high-speed Internet access throughout the county. The school system will continue to increase access to parent and community members through means such as the migrant lab currently operating at the high school and updated computers placed in each school media center.

GOALS
Objectives * Strategies * Evaluations

Goal: Improve instructional technology effectiveness.	Personnel Responsible For Implementation of Strategies: Teachers, Principals, and System Leadership Staff		
Performance Objectives Long-range target, annual benchmarks, QCC What do we need to do to improve achievement?	**Strategies/Programs** What will sustain student achievement progress?	**Timeline**	**Evaluation/Budget** What measures will determine progress toward goal and objective attainment?
Objective: Implement a professional learning model for PreK- teachers based on the Georgia Framework for Technology Professional Development for effective curriculum/technology integration. **Baseline:** 2001- 50% 2004 –83% **Benchmark:** By 2006 100% of certified staff will have Georgia Computer Competency certification	Train selected staff in Reading Renaissance	Sep-05, Sep-08	Professional Development records and transcripts of InTech trainings and related technology staff development
	Set-up 20-25 station computer labs for InTech keyboarding, curriculum/technology instruction and research skills	Aug-05, May-06	Technology inventories of hardware/software purchases
	Train administrators to evaluate technology based instruction	Jan-05, Jun-06	Lesson Plans
	Purchase appropriate software/hardware	Jan-05, May-06	Title I, Title II D, Title VIB, Title V, Vocational, and E- rate records of
	Provide Internet access	Aug-05, May-08	expenditures ($300,00000)
	Train certified staff in InTech	Aug-05, Jun-06	
	Update and modify class lesson plans to include appropriate and available technology-based capabilities by InTech trained staff	Aug-05, May-06	
	Develop writing guidelines aligned with Georgia Writing Assessments, QCCs and Writing to Win	Jun-05, Jun-08	
	Continue writing process training	Aug-05, Aug-08	
Objective: All schools will show progress toward meeting or exceeding the state CRCT English/Language Arts standard for each grade 1 - 8 as measured by an increase in the system percentages of students meeting or exceeding the CRCT state standard for each year 2005-2008.	Continue, as needed, Writing to Win training	Jun-05, Jun-08	CRCT Georgia Writing Assessment
	Upgrade computer mini-labs and software for classrooms grades 1-8	Aug-05, Aug-08	
	Update guidelines for effective teaching of writing, K-8 and purchase notebooks for student tracking of writing process,	Aug-05, Jun-08	

	K-8		
Benchmark: The system percentage for meeting or exceeding e CRCT English/Language Arts standard for each ade 1 - 8 will increase each year through 2008.	Develop templates for the writing process	June-05, May-08	
	Integrate technology with classroom curriculum for writing	Aug-05, May-08	
Objective: The quality of student composition for grade 5 will increase to the state average or above as measured by the total percentage for stages four, five, and six of the Georgia Writing Assessment.	Conduct ongoing grade level training for the writing process	Aug-05, Sep-08	
Baseline: See Assessment information p. 20	Encourage students to complete keyboarding and/or other computer technology courses	Aug-05, Jun-08	
Benchmark: For years 2005, 2006, 2007,and 2008, the total percentage for stages four, five, and six for grade 5 will increase to the state average or above.	Demonstrate proficiency using the Internet across the curriculum	Aug-05, Jun-08	
Objective: The quality of student composition for grade 8 will meet or exceed the state standard as measured by the Georgia Middle Grades Writing Assessment.	Utilize and upgrade current computer software across the curriculum	Aug-05, Jun-08	
	Utilize Internet and/or current software applications to complete projects/research	Aug-05, Jun-08	
Baseline: See Middle Grades information, p. 21.			
Benchmark: For years 2004-2008, the scores meeting or exceeding the standard for grade 8 will increase to the state standard or above.			
Objective: GHSGT content areas will meet or exceed state average as measured by the GHSGT assessment		Aug-05, Jun-08	
nchmark: or years 2004-2008, the scores will increase each year.			
Baseline: See GHSGT Assessment information on p.16-19, 22			

Access to Technology

Goal: Make available a full range of technologies to all students and school personnel to increase student achievement		**Personnel Responsible For Implementation of Strategies:** Teachers, Principals, and System Leadership Staff	
Performance Objectives Long-range target, annual benchmarks, QCC What do we need to do to improve achievement?	**Strategies/Programs** What will sustain student achievement progress?	**Timeline**	**Evaluation/Budget** What measures will determine progress toward goal and objective attainment?
Objective: All schools will have a minimum of one modern PC computer lab by the year 2008	Provide multipurpose computer labs with appropriate software	Aug-05, Jun-08	Strategies: State Technology Inventory
Baseline: System total for 2004: 4 of 6 schools			School Technology Inventory
Benchmark: By 2008 all schools will have a minimum of 1 modern PC computer lab			System Technology Inventory
Objective: " classrooms will have one modern PC teacher kstation with multimedia capabilities	Provide modern PC teacher workstations with projection capability in each classroom, placing importance on multimedia capabilities including DVD	Aug-05, Jun-08	Completion of Maintenance Requests by Technology Director
Baseline:			Person(s) Responsible:

System total for 2004: 5 of 6 schools **Benchmark:** By 2008 all classrooms will have one modern PC teacher workstation with multimedia capabilities **Objective:** All media centers will have online sharing capability **Baseline:** System total for 2004: 0 media centers **Benchmark:** By 2008 all media centers will have online sharing capability	Purchase ActivBoard systems to include projector, modern PC computer, ActivSlate, and VCR/DVD player in each classroom Upgrade teacher workstation to include document cameras Provide on-line catalog sharing within the local system Technology director will complete the setup for on-line sharing at each media center		Technology Director System Technology Committee Title I, Title IID, Title VIB, Title V, Special Education, Vocational, local funds, and E-rate ($400,000)
Objective: All schools will have on-line access for students to access the media center from home **Baseline:** System total for 2004: 0 access **Benchmark:** By 2008 all schools will have on-line access for students to access the media center from home	Provide on-line access for students to access the media center from home	Aug-05, Jun-08	
Objective: All special needs students will have appropriate assistive technology equipment materials **Baseline:** System total of available assistive technology equipment/materials **Benchmark:** By 2008 all special needs students will have appropriate assistive technology equipment/materials	Purchase assistive technology to allow students with special needs access to appropriate learning environment	Aug-05, Jun-08 Aug-05, Jun-08	

Instructional Uses of Technology

Goal: Improve instruction by providing teachers with direction, support and leadership in utilizing technology		Personnel Responsible For Implementation of Strategies: Teachers, Principals, and System Leadership Staff	
Performance Objectives Long-range target, annual benchmarks, QCC What do we need to do to improve achievement?	**Strategies/Programs** What will sustain student achievement progress?	**Timeline**	**Evaluation** What measures will determine progress toward goal and objective attainment?
Objective: Implement a professional learning model for PreK-12 teachers based on the Georgia Framework for Technology Professional Development for effective curriculum/technology integration. **Baseline:** 2001 - 50% 2004 – 83% **Benchmark:** By 2006 100% of certified staff will be Computer Competency certified.	Provide basic training in the use of computers, courses for integrating technology into the classroom, and hands-on training for use of existing hardware and software Identify and train staff and administrators not certified in InTech Implement QCC Technology Integration Standards	Jan-05, Jun-06 Jan-05, Jun-06	**Strategies:** Professional Development records and transcripts of InTech trainings and related technology staff development **Person(s) Responsible:** Director of Instruction Title I, Title IID, Title VIB, Title V, Special Education, Vocational, and E-rate ($5,000)

Administrative Uses of Technology

Goal: Make accessible appropriate technology resources and training for leadership personnel to facilitate effective administrative processes.		Personnel Responsible For Implementation of Strategies: Teachers, Principals, and System Leadership Staff	
Performance Objectives Long-range target, annual benchmarks, QCC What do we need to do to improve achievement?	**Strategies/Programs** What will sustain student achievement progress?	**Timeline**	**Evaluation/Budget** What measures will determine progress toward goal and objective attainment?
Objective: To develop and increase proficiency of administrators in their use of technology in accomplishing goals and objectives related to their administrative responsibilities **Baseline:** A survey will be conducted to determine current use of administrative processes and needed professional development **Benchmark:** Documentation for each year of completed professional development in administrative processes	Provide necessary/appropriate professional development for the following administrative processes: Email Certification renewal Student information system: System and school level, SASI XP Integrade Pro Grade Report Software Student record data collection Fund accounting system Requisitions for money online Completion reports for expenditure projects online FTE Sick leave reports Use of web-based sites Navigation of web sites Transmission of forms and reports online Provide handheld PDAs for all building level administrators InTech for Administrators	May-05, May-06 Jan-05, May-06	**Strategies:** Professional Development Records **Person(s) Responsible:** Director of Instruction **Method(s) to determine impact on student achievement and technology literacy:** Administrators will maintain logs of administrative technology use and compare to student achievement data. Professional Development ($10,000)

Parent/Community Uses of Technology

Goal: Improve parent and community involvement and communication by making accessible appropriate school technology to students and their families at home		Personnel Responsible For Implementation of Strategies: Teachers, Principals, and System Leadership Staff	
Performance Objectives Long-range target, annual benchmarks, QCC What do we need to do to improve achievement?	**Strategies/Programs** What will sustain student achievement progress?	**Timeline**	**Evaluation/Budget** What measures will determine progress toward goal and objective attainment?
Objective: Develop a plan to increase parent and community uses of technology **Baseline:** 2004: No plan available 'enchmark: ⌐y 2008 a plan will be completed	**The plan to increase parent and community uses of technology include the following:** Provide use of school resources outside regular school hours utilizing the Parent Resource Center and the public library Provide information on system web-site for access by parents and students	Aug. 05, Jun 08	**Strategies:** Establish a planning committee Minutes of committee meetings Copies of draft plan **Person(s) Responsible:**

			Parent Resource Center Coordinator(s)
	from home		
			Method(s) to determine impact on student achievement and technology literacy: Compare increased parent and community involvement to student achievement data. No additional cost.

System Readiness

Goal: Improve staff technical competencies and attitudes toward technology integration into the curriculum		Personnel Responsible For Implementation of Strategies: Teachers, Principals, and System Leadership Staff	
Performance Objectives Long-range target, annual benchmarks, QCC What do we need to do to improve achievement?	**Strategies/Programs** What will sustain student achievement progress?	**Timeline**	**Evaluation/Budget** What measures will determine progress toward goal and objective attainment?
Objective: Implement a professional learning model for PreK-12 teachers based on the Georgia Framework for Technology Professional Development for effective curriculum/technology integration and implement a plan for increased support for those already InTech trained **Baseline:** 2001 - 50% 2004 - 83% **Benchmark:** By 2006 100% of certified staff will be Computer Competency certified.	Provide basic training in the use of computers, courses for integrating technology into the classroom, and hands-on training for use of existing hardware and software Identify and train staff and administrators not certified in InTech Implement QCC Technology Integration Standards Survey staff and administrators on attitude toward use of technology in instruction Provide professonal learning to enhance technical knowledge for staff already InTech trained	Jan-05, Jun-06 Jan-05, Jun-06 Aug-05, Jun-06	**Strategies:** Professional Development records and transcripts of InTech trainings and related technology staff development **Person(s) Responsible:** Director of Instruction **Method(s) to determine impact on student achievement and technology literacy:** Compare increased InTech trained staff records to student achievement records. Professional Development ($10,000)

III. *Communication and Marketing*

Describe strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways. How are we sharing what we are doing? How can we show that the way we are sharing is meeting our needs? How are we encouraging more people to be actively involved with the system?

The Appling County School System disseminates information to community stakeholders. Regular press releases, Internet articles, and staff newsletters all combine to keep the community informed about school activities and progress. System and school websites are used extensively to communicate with parents and the community. The websites contain school start and release times, announcements, assignments, and announcements among other information. The system website features upcoming events, recent school news, the school calendar, and special pages with links and information for parents, students, and community members.

Appling County High School maintains an automated phone system that calls the home telephone of students to inform parents of absentees, progress reports, report cards and other special events. All schools have a Crisis Communication System that can alert parents of emergencies, announcements, changes of schedule, or other important information through a phone line. School related articles regularly appear in the local town newspaper, The Baxley News Banner, which also includes a monthly section called *The Crow's Nest* written by the students in the Appling County High School Advanced Writing Class. Students from Appling County Middle School and Appling County High School maintain contact with classroom teachers through *Gaggle*, a teacher-monitored student e-mail account.

Appling County School System actively involves parents in the learning process. Several software packages and subscription services contain a parent/student access feature including *Renaissance Place Home Connect*, *Compass Odyssey*, *BookFlix*, *Online Assessment System (OAS)*, *Mental Edge*, and *Links to Learning*. *Parent Connect* allows parents and guardians to view academic progress, discipline incidents, and attendance.

Regular and consistent technology planning occurs through collaboration between the Appling County School System technology committee and system-level staff development, curriculum, media, Title I, special education, and ESOL personnel. Monthly meetings allow stakeholders to develop successful strategies to insure that all stakeholders have input into a System-level plan. Appling County Schools also communicate regularly with other area district personnel to share ideas and best practices through e-mail. The system technology committee plans to implement a blog during the 2008-2009 school year.

IV. *Professional Development*
Describe how the local educational agency will provide professional specific funds like E - Rate and other sources are spent on scientifically in relation to the purchase of technology and technology tools.

The bodies of research on technology integration should be disaggregated to allow policy makers, school administrators, and classroom teachers access to the most consistent data to make informed decisions. These decisions should revolve around two critical components, (1) the type of technology-focused professional development needed for classroom practitioners to integrate technology in a manner that would result in increased student achievement and (2) the type of hardware and software needed to maximize achievement.

The Appling County School System is committed to professional learning for all staff members. Opportunities for professional learning are provided to staff members by program directors, First District RESA ETTC, educational consultants, media specialists, and peer teacher trainers. Professional learning planning provides focus ensuring that all teachers are involved in a defined, continuous process of improvement to promote challenging, high standards of academic achievement for all students. To accomplish these goals, courses, conferences, workshops, site visitations and other related activities are results-driven, standards-based, job-embedded, and aligned with system level goals. Needs assessment results are considered when designing classes that will be offered to the teachers and administrators. Course participants may view course offerings, register, and print transcripts through a web-based professional development software system.

The following chart outlines courses that address system initiatives and system departments that are involved in course planning and deployment:

Course Content	Department(s) Involved
GaETC Conference	Media/Technology
Media Consortium	Media
Productivity Programs (Microsoft Office Suite, Adobe)	FDRESA and all school personnel
SASI (Student Information System)	Technology/Clerical
InteGrade Pro	High School/Middle School Technology and Staff
Parent Connect	High School/Middle School Technology, Staff, Parent Resource Center and Parents/Guardians
Compass Odyssey	Vendor, Pre-K through 5 Media and Staff
InfoCentre	Media/Parent Resource Center
Renaissance Learning Home Connect	Media/Parent Resource Center and Parents/Guardians
Online Assessment System (OAS)	Parent Resource Center and Parents/Guardians

Cyber Safety	FDRESA, Parent Resource Center and Parents/Guardians
ABC Sign Up	New employees and Director of Instruction
Other programs as needed	All school personnel
Classworks	All school personnel

Funding for technology equipment, software, and training comes from a variety of sources including Title program funding, federal, state, and local funds.

Appendix

SYSTEMWIDE COMPUTER EQUIPMENT INTEROPERABILITY

In order to assure that computer equipment and software are compatible both schoolwide and/or systemwide, the Appling County School System uses a review process whereby all purchase requisitions for computer equipment and/or software must be reviewed by the following individuals and committee:

1. Purchase requisitions for computer equipment/software are submitted by certified staff, the department heads or principals of their respective school. These requisitions are then either approved for further processing or disapproved.
2. Purchase requisitions for computer equipment/software that are approved by department heads/principals are then reviewed by the systemwide technology committee to assure need and compatibility/interoperability with schoolwide/systemwide equipment and software.

REDEPLOYING OF OLDER COMPUTER EQUIPMENT

While no formal policy exists for the redeploying of older computer equipment within the Appling County School System, the following procedures are utilized:

1. Equipment no longer needed in one classroom is made available for use by other teachers within the same school. The availability of this surplus equipment is made known to the media specialist who in turn notifies other teachers.
2. Older computer equipment not needed within a school is made available for use in other schools within the school system. The availability of this equipment is made known to media specialist at each respective school who in turn makes it known to the systemwide technology committee.

The Appling County School System recognizes that electronic media such as the Internet offer vast, diverse, and unique resources to both students and teachers that should promote educational excellence in our school by facilitating resource sharing and innovation. All users of Internet services must maintain strict compliance with all applicable ethical and legal rules and regulations. Failure to comply with these administration procedures shall be deemed grounds for revocation of privileges, potential disciplinary and/or appropriate legal action. Local schools may establish additional regulatory guidelines for use of electronic resources that include, but are not limited to, guidelines established by this system wide procedure.

Internet – Terms and Conditions

1.   Acceptable use - The purpose of the Internet is to support research and education in and among academic institutions in the U. S. by providing access to unique resources and the opportunity for collaborative work. Internet use must be in support of educational endeavors and research consistent with the objectives of the Appling County School System. Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene materials, inappropriate adult sites, or material protected by trade use. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is prohibited. Attempts to obtain access to restricted sites, servers, files, and databases are prohibited. Unauthorized access to sites (e.g.. "hacking") is prohibited. Use of Internet games, MUDS (Multi User Dungeons), and IRCs (Internet Relay Chats) is not allowed.

2.   Privileges- The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. Students will have access privileges only at school under the supervision of a teacher. The system administrators will deem what is inappropriate use and their decision is final. There is no appeal process. Also, the system administrators may deny access at any time, as required. An administrator, faculty member or staff member of the Appling County System may request denial, revocation, or suspension of a specific user.

3.   Guidelines for Use- The following guidelines shall be observed when using the Internet service through the school:
  - Users shall be polite, courteous and respectful during all sessions on the Internet, including use of e-mail. Users must use appropriate language.
  - Profanity, obscenity or any vulgarity is prohibited.
  - Electronic mail (e-mail) and telecommunications are not to be utilized to share confidential information about students and other employees.
  - Electronic Mail is NOT private, and inappropriate or illegal messages will be reported to the authorities.
  - Illegal activities are strictly prohibited.

- The disclosure, use, and dissemination of personal information such as mailing address, phone number, or social security number, etc. is prohibited.
- Do not use the network in a manner that disrupts the use of the network by other users.
- All communications and information accessible via the Internet should be assumed to be subject to copyright law.

4. The Appling County School System makes no warranties of any kind, whether expressed or implied, for the Internet service it provides. The school system is not responsible for any damages suffered by users. This includes the loss of data resulting from delays, nondeliveries, misdeliveries, or service interruptions caused for any reason. Use of information obtained is at the user's risk. The school system specifically denies responsibility for the accuracy or quality of information obtained through its Internet service.

5. Commercial services are available on the Internet. Though prohibited, if a user chooses to access these services, the individual is liable for any and all incurred cost.

6. Security - Security on any computer system is a high priority, especially when the system involves many users. If you suspect a security problem on the Internet, you are required to notify the principal or system administrator. Do not demonstrate the problem to other users. Never use another individual's account. Attempts to log on to the Internet as a network administrator will result in cancellation of user privileges. Any user(s) identified as a security risk or having a history or problems with other computer systems may be denied access to the Internet.

7. Vandalism- Vandalism will result in immediate cancellation of privileges, disciplinary action, and may result in school suspension. Vandalism is defined as any malicious attempt to harm or destroy computerized data of another user, on the Internet, or on other networks that are connected to any other network. This includes, but is not limited to, to uploading or creation of computer viruses.

8. Accountability - Since the Internet opens up the world to unrestricted access, teachers cannot assume the responsibility for monitoring every document to which a student may gain access. Therefore, teachers are not to be held accountable for what the student may access through the Internet beyond instructional directives. All users are fully responsible for their own actions, including legal, financial, or otherwise. All users are responsible for reporting inappropriate materials and location to the teacher in charge immediately.

9. Enforcement - Violating any of the guidelines can result in:
- Restricted access to computing
- Temporary or permanent loss of access to computing facilities and equipment.
- Disciplinary action to include suspension and/or expulsion.
- Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws. Violations of state law will be reported to proper enforcement authorities.
- Appling County School System's internal procedures for enforcement

of it's policies are independent of possible prosecution under the law.

- Users who damage hardware or software shall be responsible for the replacement cost.

10.   Procedure for Use- Faculty and staff will provide supervision of student access to the Internet. Users will be required to obtain permission from a teacher before using the Internet. Any computer that provides access to the Internet will have filtering software installed to block or filter access to content that is obscene, pornographic, or harmful to minors on Internet-connected computers used by minors. All students must read and sign the Student Agreement form. Parents or guardians must sign the Parent Consent form and return it to the school.

11.   Internet Safety - The Superintendent shall, with respect to any computers belonging to the Appling County School System and having access to the Internet:

- Insure that a qualifying "technology protection measure," as that term is defined in section 1703 (b)(1) of the Children's Internet Protection Act of 2000, is installed and in continuous operation; and
- Institute, maintain and enforce procedures or guidelines which provide for monitoring the online activities of users and the use of the chosen technology protection measure to prevent access to visual depictions that are (i) obscene, (ii) child pornography, or (iii) "harmful to minors," as that term is defined in section 1721(c) of the Children's Internet Protection Act of 2000.

The Superintendent shall, with respect to access to the Internet by or through computers, networks or other devices belonging to the Appling County School System, institute, maintain and enforce procedures or guidelines which:

- Provide for monitoring the online activities of users to limit, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web;
- Are designed to promote the safety and security of minors when using electronic mail, and other forms of direct electronic communications;
- Are designed to prevent unauthorized access, including so-called "hacking", and other unauthorized activities by minors online;
- Are designed to prevent the unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
- Are designed to restrict minors' access to materials "harmful to minors," as that term is defined in section 1721(c) of the Children's Internet Protection Act of 2000.

Student Acceptance of Terms and Conditions for Computer/Internet Usages

Students must abide by the Terms and Conditions for Internet/ Computer usage, which may include email accounts in some schools. Any violation of the regulations above is unethical and may constitute a criminal offense. Violations may result in revocations of access privileges, school disciplinary action and/or initiation of appropriate legal action.

Important Notice to Parents

The school system uses Internet filtering technology to block or filter access to content that is obscene, pornographic, or harmful to minors on Internet-connected computers used by minors. Parents must be notified that filtering technology does not block access to all inappropriate sites one hundred percent of the time. Due to the nature of the Internet, it is neither practical nor possible for the Board of Education to enforce compliance with user rules at all times. Accordingly, parents and students must recognize that students will be required to make independent decisions and use good judgment in their use of the Internet. Therefore, parents must participate in the decision whether to allow their children access to the Internet and must communicate their own expectations to their children regarding its use.

Parents/guardians must be provided a copy of the Terms and Conditions for Computer/Internet use. Internet access is designed for educational purposes and student access will be monitored. Any conduct by a student that is in conflict with these responsibilities is inappropriate, and such behavior may result in the termination of Internet access and possible disciplinary action. The Board makes no assurance of any kind, whether expressed or implied, regarding any Internet services provided. The school system or individual schools in the system will not be responsible for any damages the student/user suffers. Use of any information obtained via the Internet is at the student's own risk. The school system specifically denies any responsibilities for the accuracy of quality of information or software obtained through its services. Further, parents/guardians must agree to compensate the school unit for any expenses or costs it incurs as a result of their child's violation of the Internet/computer usage agreement.

A parent or guardian must give permission for their child to access the Internet for educational purposes.

Internet Use Faculty Acceptance of Terms and Conditions:

Faculty and staff members must abide by the Terms and Conditions for Internet/Computer usage, including electronic mail (e-mail), as listed in this policy. Any violation of the regulations listed in this policy may be unethical, a breach of The Code of Ethics for Educators, and may constitute a criminal offense. A violation may result in access privileges being revoked, disciplinary action being taken and/or appropriate legal action being initiated.

Faculty and staff members are responsible for instructing and monitoring students on acceptable use of the Internet and computers.

Appling County Schools   Date Adopted: 12/16/2002

Student Acceptance of Terms and Conditions for Computer/Internet Usage

I understand and will abide by the Terms and Conditions for Internet/Computer usage, which may include email accounts in some schools. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be initiated.

_____   _____
Student Name (please print)   Date

_____
Student Signature

Important Notice to Parents

The school system is using Internet filtering technology to block or filter access to content that is obscene, pornographic, or harmful to minors on internet-connected computers used by minors. Parents are notified that filtering technology does not block access to all inappropriate sites one hundred percent of the time. Due to the nature of the Internet, it is neither practical nor possible for the Board of Education to enforce compliance with user rules at all times. Accordingly, parents and students must recognize that students will be required to make independent decisions and use good judgment in their use of the Internet. Therefore, parents must participate in the decision whether to allow their children access to the Internet and must communicate their own expectations to their children regarding its use.

As parent/guardian of this student, I have read the Terms and Conditions for Computer/Internet use. I understand that this access is designed for educational purposes and that student access will be monitored. I understand that any conduct by the above-named student that is in conflict with these responsibilities is inappropriate, and such behavior may result in the termination of Internet access and possible disciplinary action. However, I understand that the Board makes no assurance of any kind, whether expressed or implied, regarding any Internet services provided. The School System or individual schools in the System will not be responsible for any damages the student/user suffers. Use of any information obtained via the Internet is at the student's own risk. The School system specifically denies any responsibility for the accuracy of quality of information or software obtained through its services. Further, I agree to compensate the school unit for any expenses or costs it incurs as a result of my child's violation of the Internet/Computer Usage Agreement.

As parent/guardian of _____, I request that he/she be allowed to access the Internet for educational purposes.

_____   _____
Parent Signature   Date

Internet Use
Faculty Acceptance of Terms and Conditions

I understand and will abide by the Terms and Conditions for Internet/Computer usage, including electronic mail (e-mail), as listed in the Appling County Board of Education Policy IFBG, Internet Use. I further understand that any violation of the regulations listed in the stated policy may be unethical, a breach of The Code of Ethics for Educators, and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, disciplinary action may be taken and/or appropriate legal action may be initiated.

Further, as a faculty member, I will instruct and monitor students on acceptable use of Internet/Computer use.

_____   _____
Name (Please Print)   Date

_____
Signature

Computer and Network Use Administrative Regulation

The Appling County Board of Education provides a variety of computing and networking resources to students, staff and faculty. These resources are intended to advance and enhance the educational and service missions of the school system. By accepting and/or using any school system computer or network account, the user understands and agrees to abide by the following:

1. Users are responsible for all use of computers and network accounts provided to them by the school system, including data backup and password protection, and maintaining of network integrity and security.

 a. Responsible use includes choosing passwords that are not easily compromised by others. Voluntary unauthorized disclosure of a password may be grounds for suspension, revocation and/or denial of computing privileges or other disciplinary action including suspension and termination.

 b. Users who suspect that their School System-provided computers or network accounts have been accessed without their permission are expected to change their passwords and are strongly encouraged to report the suspected activity to the Superintendent or his/her designee.

 c. School system provided computers and network accounts may only be used by the user to whom they are assigned unless otherwise authorized by the school system. Access to computers and network accounts for maintenance/service purposes by persons responsible for departmental computing, technology director or technology specialists is authorized.

2. The school system will seek to maintain system security, but users should not assume that information in their accounts, or on school system -owned or -administered computers they use, is private. Authorized school system personnel may obtain access to computing and networking resources as necessary to service the computing system, retrieve or modify school system work, and to investigate suspected violations of this policy, including unlawful activity. Files will be disclosed to third parties as required by law.

 a. The school system cannot and does not guarantee the confidentiality of electronic information. In addition to accidental and intentional breaches of security, the school system may be compelled to disclose electronic information as required by law.

b. As part of necessary routine operations, the school system may access network accounts and other computing services it makes directly or indirectly available to users. Suspected policy violations discovered during such routine operations will be reported to the Superintendent or his/her designee and could be reported to law enforcement officials. All other information accessed during such routine operations will be treated as confidential, except as otherwise indicated by this policy or law.

c. The school system will report suspected criminal activity to law enforcement authorities.

d. Unless otherwise prohibited by law, and subject to legal requirements, the school system and law enforcement personnel may access computers, network accounts or any other electronic information or technology necessary to investigate suspected violations of this policy or unlawful activity.

e. For accounts granted to school system employees, and on the school system -owned or -administered computers they use:

I. Access to files can be granted upon approval of the Superintendent or his/her designee.

II. Termination of accounts can be made upon approval of the Superintendent or his/her designee.

III. Principals or his/her designee are responsible for moving files off terminated employees' accounts and school system -owned or - administered computers within one month of termination if the employee has failed to do so.

3. Users agree not to violate system security; interfere with system performance or another user's use of the system; or access network accounts, files or passwords intentionally and without authorization.

a. Users may not intentionally send e-mail or develop other electronic information inaccurately attributed to another person.

b. Properly configured computers and printers may be attached to the school system network without explicit permission. To safeguard network security and performance, no other device or network service, such as routers, hubs, sniffers and wireless access points, may be placed on the network without approval from the Superintendent or technology director.

4. Users agree to use the computers and network accounts only for lawful purposes, which are consistent with school system policies and procedures.

a. Unlawful use of computers or network accounts includes, but is not limited to, defamation; obscenity; discrimination; violation of copyrights, trademarks and/or licenses; and/or violation of other rights arising under the law.

5. The school system does not always monitor and is not responsible for the content of the accounts and other computing services it provides. Each user

is responsible for all information he/she accesses, makes available or distributes using the computer/network account. Every computer to which students have access is equipped with a qualifying technology protection measure or filter. However, other than the continuous use of this filter, the school system does not monitor and is not responsible for information accessed.

6. School system computers are to be used for educational purposes. Users may use their computers and network accounts for non- school system matters except as otherwise prohibited by this or other school system policy or where such use interferes with instructional time, job performance, or system performance/operations.

    a. Any and all information maintained on school system-owned computers/network accounts, whether school system-related or not, is accessible by the school system. The school system may monitor accounts or access the information stored in computers/network accounts.

    b. Students and employees are to remove any "personal" information they may have stored on their computers/network accounts prior to ending their relationship with the school system. Generally, the school system will destroy information left on computers/network accounts. Information will be retained if retention is in the school system's best interest.

7. Users will not use their computers or network accounts for non- school system fundraising, commercial purposes or personal financial gain.

8. Users understand that violation of the requirements of this regulation may result in suspension or termination of computer, network account and other access and, depending upon the circumstances, may result in disciplinary action including, but not limited to, academic expulsion or employment termination. Violations will be processed through normal school system channels. If the activity is also unlawful, it may result in criminal prosecution.

    a. Suspected violations by students will be reported to the school principal. Suspected violations by school system employees, whether faculty or staff, will be reported to the employee's supervisor and handled through normal channels established for disciplinary action.

    b. Pending resolution of the disciplinary process, the superintendent, or designee may suspend school system computing privileges.

    c. Sanctions for violations of this policy will be imposed by the administrative official with final responsibility for resolution of the disciplinary process in use. The school system reserves the right to seek restitution and/or indemnification from a student or employee for damage(s) arising from violations of this policy. In addition, the School System and/or third parties may pursue criminal and/or civil prosecution for violations of law.

9. Users agree to read and abide by this regulation and its administrative interpretation as they may be amended from time to time. The Superintendent is responsible for providing administrative interpretation, which may be modified periodically in light of experience gained and legal

and administrative developments. Users are responsible for reviewing this policy and its administrative interpretation on a routine basis.

Appling County Schools   Date Adopted: 8/10/2005